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AUTHOR Riley, Bob
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ABSTRACT

To collect data for this study, a total of 279 questionnaires were mailed to school superintendents selected from a stratified random sample of public school districts in Texas. A total of 238, or 86 percent, of the questionnaires was returned. The study was designed (1) to describe some of the factors that directly affect the administration of girls' competitive athletic programs in each of the five interscholastic league classifications of Texas public high schools; (2) to determine the status of girls' athletics prior to passage of Title IX of the Education Amendments of 1972, the interim from 1972 to 1975, and since implementation of Title IX regulations on July 21, 1975; and (3) to describe the effect of Title IX on the administration of girls' competitive athletic programs. The study also investigated administrative considerations in providing female students the opportunity to participate in athletics; actions taken by school officials to provide facilities, finances, staff, activity periods, and supervision of programs; administrative planning to implement Title IX guidelines; extent of compliance in the school districts; and major administrative problems in implementing Title IX regulations in the public high schools of Texas. (Author/MLF)

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The Effect of Title IX of the Education Amendments of 1972 on the Administration of Girls' Competitive Athletic Programs in Selected Public High Schools of Texas

by

Dr. BOB RILEY

East Texas School Study Council
Fall 1976

EA 009 208

Chapter 1

Introduction

The importance of girls' competitive athletic programs across the nation has been a controversial issue for many years (Paterson, 1958:1). Competitive sports were basically designed for male participation and have traditionally remained so. However, during the last decade a change has occurred in philosophy and attitude toward girls' athletics. Society is now more willing to accept the role of women in competitive athletics (Parkhouse, 1975:53). This role has become more important in America than ever before. Opportunities for girls' participation in athletics are becoming more numerous at all skill levels in competitive sports (Division for Girls' and Women's Sports, 1973).

Competitive athletic programs for women have been a neglected area of sports in the United States. Ley (1974:129) reported that a significant change in competitive athletic programs for women was about to occur because of the enactment by Congress of Title IX of the Education Amendments of 1972. Title IX prohibits sex discrimination in federally assisted educational programs. Gilbert and Williamson (1974:30) stated, "Consequently, the most formidable ally females have in their drive for better athletic programs is the Federal Government."

Much has been written about the positive and negative aspects of girls' competitive athletic programs. With the passage of Title IX of the Education Amendments of 1972 and the subsequent passage of the guidelines for implementation going into effect July 21, 1975, the debate is now over. A full range of girls' competitive athletic programs promises to soon become a reality in the United States. This study of the impact of Title IX on the public high schools of Texas seems timely and important. As the school districts of Texas move to implement Title IX, this study will aid in pinpointing administrative problems that may be confronted and must be solved.

Statement of the Problem

The purposes of this study were:

1. to describe some of the factors that directly affect the administration of girls' competitive athletic programs in each University Interscholastic League (UIL) classification of public high schools in the state of Texas;
2. to determine the status of girls' competitive athletics in the public high schools of Texas prior to passage of Title IX in 1972; the interim from 1972 to 1975; and, since implementation of Title IX regulations on July 21, 1975;
3. to describe the effect of Title IX of the Education Amendments of 1972 on girls' athletics in the five University Interscholastic League classifications of high schools in Texas. The study also investigated: administrative considerations in providing female students the opportunity to participate in athletics; actions taken by school officials to provide facilities, finances, staff, activity periods, and supervision of programs; administrative planning to implement Title IX guidelines; extent of compliance in the school districts; and, major administrative problems in implementing Title IX regulations in the public high schools of Texas.

Questions To Be Answered

This study attempts to provide answers to the following questions:

1. How has Title IX of the Education Amendments of 1972 affected the girls' competitive athletic programs in the public high schools of Texas?
2. What actions have the public school administrators of Texas taken to bring their schools into compliance with Title IX guidelines and requirements?
3. What are the major problems confronting public school administrators in the implementation of Title IX guidelines?
4. What actions have been taken by public school administrators in the five University Interscholastic League classifications toward planning to implement Title IX guidelines in the areas of:
   a. Financing of girls' athletics,
   b. Faculty in-service,
   c. Community involvement,
   d. Review of school policies,
   e. Development of implementation schedules,
   f. Grievance procedures,
   g. Publicity of Title IX compliance,
   h. Designation of Title IX coordinator?
5. Have the high schools in the five University Interscholastic League classifications complied with Title IX guidelines in the areas of:
   a. Athletic offerings,
   b. Equipment and supplies,
   c. Games and practice time,
   d. Travel allowances,
   e. Athletic coaches,
   f. Medical and training services,
   g. Athletic facilities,
   h. Coaches' salaries,
   i. Publicity?
6. What has been the extent of activity in girls' competitive athletic program development in the public high schools of Texas in the following three time periods:
   a. Prior to passage of Title IX in 1972,
   b. Time period between 1972 and 1975,
   c. Changes since effective date of July 21, 1975?
7. Other than Title IX, has there been any other impetus for change in the types of offerings in girls' competitive athletics in the five University Interscholastic League classifications?

Delimitations

This study was limited to competitive girls' athletic programs in a stratified random sample of the public high schools that participate in the University Interscholastic League in the state of Texas. Junior high school athletic programs were not considered. The study was further limited to the respondents from accredited public high schools that returned the questionnaire.

Chapter 2

Procedure

This chapter contains a description of the procedure followed in the conduct of this study. The chapter is divided into three parts: (1) Survey of the Population, (2) Development of the Survey Instrument, and (3) Treatment of the Data.

Survey of the Population

The first step in conducting the survey was to identify the population. The population consisted of the 981 school districts listed as participants in high school athletics in the *University Interscholastic League Participating Schools* (Bureau of Public School Service, 1975). The University Interscholastic League of Texas is comprised of five school classifications: B, A, AA, AAA, and AAAA. Krejcie and Morgan (1970:607-10) stated that a representative sample from a population of 981 would be 279 schools. A stratified random sample was drawn from the total population using a table of random numbers obtained from the *C.R.C. Standard Mathematical Tables* (Vannier and Poindexter, 1964:245-51). The number of schools selected in each classification of the sample was in proportion to the number of schools in each classification of the total population (Ferguson, 1971:122). A total of 279 questionnaires was mailed to superintendents in the following University Interscholastic League school classifications: Class B—ninety-one questionnaires; Class A—fifty-nine questionnaires; Class AA—sixty questionnaires; Class AAA—thirty-eight questionnaires; and Class AAAA—thirty-one questionnaires. School districts with multiple high schools were asked to submit data from the largest high school in the district. The 279 questionnaires, a letter of transmittal, a letter of endorsement by Dr. Bailey Marshall, State Athletic Director for the University Interscholastic League, and stamped return envelope were mailed in November, 1975, to the selected school district superintendents. The *1974-75 Texas Public School Directory* was used to obtain the names and addresses of the participants.

Approximately fifteen days after the first mailing, a second copy of the survey instrument and a follow-up letter were mailed to the school districts that did not respond to the first mailing.

The initial response was 161 questionnaries, or 57.7 percent. After the follow-up procedure was completed, 238, or 85.30 percent of the total questionnaries, provided the data for this study.

Development of the Survey Instrument

Following the review of the related literature pertaining to Title IX of the Education Amendments of 1972 and girls' competitive athletics, a tentative draft of the questionnaire was constructed by Doctoral students at East Texas State University. Each student was requested to complete the questionnaire and make recommendations for improvement.

The survey instrument was then mailed to a jury of authorities in the field of public school education for validation. The final draft of the survey instrument incorporated the suggestions for improvement made by the validation jury and the graduate class which had reviewed the first draft. The final survey instrument was divided into three sections. Part I consisted of ten statements requesting information about the school district. Part II contained seven items pertaining to the girls'

competitive athletic program in the reporting high school. Part III consisted of sixteen items designed to identify the effect of Title IX of the Education Amendments of 1972 on Texas public high schools. A pilot study was conducted to test the questionnaire before printing it in final form.

Treatment of the Data

A frequency of occurrence for each questionnaire item from the total population was presented for a comparison of the over-all effect of Title IX of the Education Amendments of 1972 on girls' competitive athletic programs in the public high schools of Texas. Percentages were computed for each response to provide additional analysis for the study. The data are presented in tabular form to address the questions posed in Chapter 1.

Chapter 3

Historical Review of Competitive Athletic Programs For Girls

Miller (1974:1) stated that in "reviewing the early history of sports, it is sometimes difficult to realize that half the human race is female." From ancient Greece to the nineteenth century, the role of women in sports was "almost invisible." Hoepner (1974:34) reported that by 1900 an "irreversible trend" had begun in girls' competitive athletics. Basketball, tennis, and volleyball were becoming more popular, with track and field for women also gaining prominence. Athletic opportunity for women in the United States had reached an all-time high.

Scott (1951:444) commented that after World War I, much attention was given to girls' athletics and the field of education in general. In 1918, the Seven Cardinal Principles of Education were published by the National Education Association, which also gave emphasis to physical education for girls.

As girls became more interested in athletics, questions as to the desirability of organized competition for females began to be raised. By 1917, leaders in education and other interested persons sought control of girls' athletics in the United States (Hoepner, 1974:48). Oberteuffer (1956:347) stated that during the second decade of the twentieth century, women in the physical education profession attempted to abolish girls' interscholastic athletics. He further stated that these efforts were "amazingly successful for a matter of twenty years or more."

Scott (1951:454) described the period from 1930 to 1950 as one of community recreation for women. Out of community recreation came organized industrial sports in which large numbers of women participated. In many parts of Texas, independent girls' teams sponsored by various organizations competed against each other across the state.

During World War II, the women of America had become active participants in society as members of the Armed Forces and as employees in industry. Many enjoyed this role and were reluctant to again become housewives. Being contributors to society let them demonstrate what Mead (1954:26) referred to as "strength based on a pioneer past." Physical activity became important to these women.

Much impetus for girls' competitive athletics was provided by the President's Conference on the Physical Fitness of American Youth in 1956. John F. Kennedy was vitally interested in the physical education of American boys and girls. This concern for the physical fitness of American youth by the federal government surfaced in the form of legislation.

The women's liberation movement contributed to the public acceptance of women in sports. Gerber and others (1974:215:17) stated that the movement was slow to recognize the impact that women's sports could have in their quest for equal rights. The National Organization for Women (NOW) picketed Little League Baseball and confronted the television industry about the lack of network treatment of women's athletic events.

Johnson (1974:56) stated that girls who desired to participate in athletics had to turn to the courts for equity. The earlier decisions of the courts provided support for the prevention of girls participating on boys' athletic teams. "That trend seems to have dramatically reversed in the cases that have been decided since. . . 1971."

Johnson (1974:55) stated that as a result of the court cases which captured the attention of the entire nation, equal opportunity for girls in athletics won another battle. He reported a change in the position of the Little League:

> As a result of the publicity and the increasing financial burden involved in defending legal actions throughout the United States, Little League Baseball dramatically abandoned the fight when it announced on June 12, 1974, that it would ask the U.S. Congress to amend the League's Charter to allow girls to play.

For girls choosing to become athletes after 1970, more opportunity to participate became available. This chain of events—the change in attitude toward girls' athletics, the women's liberation movement, the trend in court decisions favoring girls' opportunity to participate in athletics, and the increased interest by the public in women's sports—laid the foundation for a historic development in girls' competitive athletics.

Title IX of the Education Amendments of 1972 From Passage to Implementation

The second part of this chapter is an analysis of the published literature pertaining to Title IX of the Education Amendments of 1972. The material describes Title IX from passage through the development and implementation of the final regulations.

Comments on Passage of Title IX

Fischel and Pottker (1975:1) reported that the average American was probably unaware of the passage of the Education Amendments of 1972. "Yet, Title IX of these Amendments will eventually produce revolutionary changes in American education." Alford (1972:4) reported that former United States Commissioner of Education Sidney P. Marland called the Education Amendments of 1972 "the most significant educational legislation of our times." Graham (1975:2), commenting on Title IX, stated:

> The obvious goal of Title IX is the elimination of sexual discrimination in educational programs and activities. Discrimination of this nature historically has had deep roots within the educational processes and the predominate, but not the exclusive, target of such discrimination has been the female of the species.

Information about Title IX was published in the United States Department of Health, Education, and Welfare *Fact Sheet* (1975a:1). It said:

> The law was originally introduced as an amendment to the Civil Rights Act of 1964. Following Congressional debate and changes, the law, signed on June 23, 1972, emerged as Title IX of the Educational Amendments of 1972, a broad-scale bill covering a range of Federal assistance programs.

Hoepner (1974:14) stated that the 1972 Education Amendments should provide women with more equal opportunity in education. Further, this act also was to have "broad implications for women in athletics and sports programs." The key section of Title IX (Education Amendments of 1972, 1972:373) reads:

> No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . .

Fischel and Pottker (1975:1) said that the importance of the passage of Title IX "lies in the fact that it is the first comprehensive anti-sex discrimination law which

covers students." They further stated that Title IX would have the "greatest impact on the elementary and secondary levels of education."

Development of Implementation Regulations

Title IX of the Education Amendments of 1972 did not go into immediate effect. Three years passed before the guidelines for the implementation became effective.

The *Federal Register* (1975a:24128) published the proposed regulations for the implementation of Title IX of the Education Amendments of 1972:

> . . . the Office for Civil Rights of the Department of Health, Education, and Welfare gave notice of proposed rulemaking to the effect that it intended to add Part 86 to the Departmental regulation to effectuate Title IX of the Education Amendments of 1972.

The Education Amendments of 1974 had a significant effect on the development of guidelines to implement Title IX. On August 21, 1974, the Provision Relating to Sex Discrimination of the Education Amendments of 1974 was signed into law. Section 844 (Education Amendments of 1974, 1974:129) stated:

> The Secretary shall prepare and publish, not later than 30 days after the date of enactment of this Act, proposed regulations implementing the provisions of Title IX of the Education Amendments of 1972 relating to the prohibition of sex discrimination in federally assisted education programs. . . .

Public comment was solicited until October 15, 1974; at that time all comments and criticisms were evaluated and the regulations further revised. According to the *Federal Register* (1975a:24128), "The Department received over 9700 comments, suggestions or objections and, after consideration of all relevant matter presented by interested persons, the regulation. . .was adopted."

On June 4, 1975, President Ford signed the document approving the regulations which would guide the implementation of Title IX of the Education Amendments of 1972 when it became a law forty-five days later. During the forty-five day interim, Congressional hearings were conducted. Dunkle (1975:1) reported that the Congressional Subcommittee on Postsecondary Education held two weeks of hearings on Title IX in July, 1975. The committee chaired by Representative James O'Hare (Democrat-Michigan) mainly heard testimony concerning intercollegiate athletics. At the end of the hearings the subcommittee failed to identify any sections in the regulations to implement Title IX that were "inconsistent with the law."

The *Federal Register* (1975a:24137), June 4, 1975, contained comprehensive regulations to implement Title IX of the Education Amendments of 1972. Reference was made to Part 86—NONDISCRIMINATION ON THE BASIS OF SEX UNDER FEDERALLY ASSISTED EDUCATION PROGRAMS AND ACTIVITIES.

Subpart (D) 86.41 (*Federal Register*, 1975a:24142) comprised the area on Athletics. The general provisions were stated in Section (a):

> No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recepient, and no recipient shall provide any such athletics separately on such basis.

The portion of Title IX that many school administrators expressed concern about was Section (b) *Federal Register*, 1975a:24142-43). This section addressed itself to separate teams and included a definition of contact sports:

> . . . a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a

recipient operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

Section (c) of 86.41 (*Federal Register*, 1975a:24143) addressed equal opportunity for athletic participation:

> . . . a recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:
>
> (i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
>
> (ii) The provision of equipment and supplies;
>
> (iii) Scheduling of games and practice time;
>
> (iv) Travel and per diem allowance;
>
> (v) Opportunity to receive coaching and academic tutoring;
>
> (vi) Assignment and compensation of coaches and tutors;
>
> (vii) Provision of locker rooms, practice and competitive facilities;
>
> (viii) Provisions of medical and training facilities and services;
>
> (ix) Provision of housing and dining facilities and services;
>
> (x) Publicity.

Section (c) of 86.41 (*Federal Register*, 1975a:24143) also contained the regulations pertaining to expenditure:

> Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

Section (d) of 86.41 (*Federal Register*, 1975a:24143) addressed the adjustment period.

> A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

The regulations for the implementation of Title IX of the Education Amendments of 1972 had been written, signed by the Secretary of Health, Education, and Welfare and approved by the President. The regulations became effective July 21, 1975 (*Federal Register*, 1975a:24128).

THE EFFECT OF TITLE IX ON THE ADMINISTRATION OF GIRLS' ATHLETICS IN TEXAS PUBLIC HIGH SCHOOLS

When Title IX was signed into law by President Ford on July 21, 1975, school authorities in Texas sought more information regarding Federal regulations that the local districts must follow to be in compliance. The Department of Health, Education, and Welfare (DHEW) printed and circulated the *Final Title IX Regulation Implementing Education Amendments of 1972*. This document contained definitions, clarifications, and time requirements for implementation of the Law. In September, 1975, another publication was released from the Department of Health, Education, and Welfare titled *Memorandum to Chief State Officers, Superintendents of Local Educational Agencies and College and University Presidents. Subject: Elimination of Sex Discrimination in Athletic Programs*. These two documents outlined the criteria needed to aid in the implementation of Title IX of the Education Amendments of 1972 at the local level.

On June 4, 1975, the *Federal Register* (1975b: 24148-49) published the *Administration and Enforcement of Certain Civil Rights Laws and Authorities*. This document outlined the procedure the Department of Health, Education, and Welfare (1975b:11), Office for Civil Rights would follow in the enforcement of Title IX. The penalty for noncompliance of the law would be:

> (1) by administrative proceedings to terminate Federal financial assistance until the institution ceases its discriminatory conduct; or
>
> (2) by other means authorized by law, including referral of the matter to the Department of Justice with a recommendation for the initiation of court proceedings. . . .

The Texas Education Agency (1975) distributed materials titled "Excerpts from the Final Title IX Regulation Implementing Education Amendments of 1972," which provided a detailed copy of the Federal regulations. The Texas Education Agency materials also included "Implications of Title IX For Physical Education In Texas." This stated in part:

> The regulations will have some effects on health and physical education, which was identified by the Department of Health, Education, and Welfare as one of the educational programs in which sex discrimination has existed. The final regulations allow separation by sex in physical education classes during competition in wrestling, boxing, basketball, football, and other sports involving bodily contact. Schools must comply fully with the regulation with respect to physical education as soon as possible.

Many school districts felt that they were in compliance because the athletic department did not receive any federal funds. Further, school authorities had never been absolutely certain if athletics were part of the educational program. Health, Education, and Welfare Secretary Casper Weinberger published this statement in "Final Regulation on Title IX Proposes Scholarship Pooling" (1975:4):

> The HEW General Counsel as well as the Department of Justice's Office of Legal Counsel advised me that athletics are a part of the education program and activity of an institution, whether or not the athletics department itself received Federal funds, and athletics are, therefore, covered by Title IX.

One medium used by the Department of Health, Education, and Welfare to disseminate the Title IX regulations was the use of regional and area conferences. The American Association of School Administrators (AASA) sponsored a regional Title IX conference in Dallas, Texas, on October 7, 1975.

Tusa (1975), Assistant Superintendent for Health, Physical Education, and Athletics in the Houston Independent School District, made a presentation on the Athletics section of Title IX at the regional conference in Dallas. Tusa expressed an interpretation of team and contact sports by stating that if a school has only one track team, it must be open to everybody. If there is a need and the one track team does not take care of the interest of the girls, the school must provide two teams. The question of what determines enough interest has not yet been resolved. There were no published guidelines to follow. The students, school, and community should be involved in making the decision. If there is an identified need, the school must offer the sport to comply with the law. Further, once a girls' sport is offered, the list of factors under the equal opportunity section will determine if the school adequately supports the activity.

The Texas Association of School Administrators conducted a study session concerning Title IX on November 20, 1975, at the Region Eight Education Service Center in Mount Pleasant, Texas. Carol Holgren from the Dallas Health, Education, and Welfare Office of Civil Rights presented further analysis of Title IX to school administrators in the Northeast Texas area. The school officials expressed a need for clarification on the first year requirements of Title IX. Holgren (1975) stated that school districts must follow these regulations to remain in compliance:

1. By July 21, 1976, conduct a self-evaluation of school policies to identify and correct any policies that foster sex discrimination.
2. Within ninety days of enactment of Title IX, October 21, 1975, issue a published public statement that the school district does not discriminate on the basis of sex.
3. Devise a grievance procedure providing prompt and equitable resolution of complaints concerning sex discrimination by July 21, 1976.
4. Designate at least one employee to be responsible for administering Title IX regulations by July 21, 1976.
5. Public High Schools must be in total compliance no later than three years, July 21, 1978, from enactment of Title IX.

This review of the literature indicates that Title IX of the Education Amendments of 1972 is a reality in Texas public education. The regulations for compliance have been published and distributed to the local school districts. School officials are now actively involved in implementing these regulations. The purpose of this investigation was to attempt to identify the effect that Title IX has had on the administration of girls' competitive athletic programs in the public high schools of Texas.

Chapter 4

Presentation of the Data

This study was designed: (1) to describe some of the factors that directly affect the administration of girls' competitive athletic programs in each University Interscholastic League classification of public high schools in the state of Texas; (2) to determine the status of girls' athletics in the public high schools of Texas prior to passage of Title IX of the Education Amendments of 1972, the interim from 1972 to 1975, and since implementation of Title IX regulations on July 21, 1975; and (3) to describe the effect of Title IX of the Education Amendments of 1972 on the administration of girls' competitive athletic programs in the five University Interscholastic League classifications of public high schools in Texas.

To collect data for this study, a total of 279 questionnaires was mailed to school superintendents selected from a stratified random sample of public school districts in Texas. A total of 238, or 85.70 percent, of the questionnaires was returned. The responses were divided by schools into University Interscholastic League classification as follows: class B, 76 schools; class A, 50 schools; class AA, 53 schools; class AAA, 31 schools; and class AAAA, 28 schools. This descriptive study, conducted in the fall of 1975, reflected the status of girls' athletic programs as perceived by the responding school officials.

Administration of Girls' Athletics In Selected Texas Public High Schools

One of the purposes of this study was to obtain a description of some of the factors that affect the administration of girls' athletics in the Texas public high schools. Eleven items on the questionnaire pertained to this purpose.

Title of Respondent

Item 2 requested the title of the respondent completing the questionnaire. Among the 238 returned questionnaires, superintendents were the majority respondents with 82.35 percent, followed by athletic directors with 6.72 percent. Responses from high school principals comprised 4.62 percent; central office personnel, 2.52 percent; and Title IX coordinator, 1.26 percent of the school officials completing the questionnaire.

High School Grade Organization

Item 4 asked for the type of high school grade organization. Being housed on another campus would tend to eliminate the possibility of competing at a higher ability level for talented ninth grade students and perhaps tenth grade students where a 11-12 grade high school exists.

Responses to this questionnaire item indicated that 88.24 percent of the 238 schools used the 9-12 grade organization. School districts with grade organization of 7-8-9, 10-12 received 5.46 percent; other was recorded by 5.04 percent. Schools with 9-10, 11-12 comprised .84 percent of the schools using this type of grade organization in the reporting school district.

Girls' Athletic Events Offered

Item 5 asked the responding school official to identify the girls' athletic events offered at the reporting school district. Table 1 illustrates the involvement of the public schools in girls' competitive athletics in the five University Interscholastic League classifications of schools.

Table 1

Girls' Athletic Programs Reported by Texas High School University Interscholastic League Classification

SPORT	UIL Classification					
	B	A	AA	AAA	AAAA	Total
N	76	50	53	31	28	238
Basketball	100.00	100.00	86.79	67.74	39.29	85.71
Volleyball	63.16	66.00	64.15	83.87	89.29	69.75
Track-Field	93.42	92.00	94.34	93.55	96.43	93.70
Tennis	72.37	78.00	88.08	93.55	96.43	82.77
Golf	17.11	28.00	37.74	54.84	78.57	36.13
Swimming	.00	.00	1.89	9.68	46.43	7.00

Table 2

Percentage of Athletic Budget Spent on Girls' Athletics Reported by University Interscholastic League Classification

	UIL Classification					
	B	A	AA	AAA	AAAA	Total
N	76	50	53	31	28	238
30 percent or more	47.37	30.00	15.09	6.45	7.14	21.22
20 percent-29 percent	23.68	24.00	24.53	29.03	32.14	26.68
10 percent-19 percent	10.53	36.00	35.85	35.48	50.00	33.57
9 percent-or less	14.47	4.00	9.43	19.35	10.71	11.59
No response	3.95	6.00	15.09	9.68	0	6.94

Track and field was the sport most frequently offered; basketball was second; tennis was ranked third; volleyball, golf, and swimming were the sports ranked fourth, fifth, and sixth in offerings in the public high schools of Texas.

Percentage of Athletic Budget

Item 9 requested the percentage of the total athletic budget allocated to the girls' athletic program. Four choices were offered: (1) 30 percent or more, (2) 20 to 29 percent, (3) 10 to 19 percent, and (4) 9 percent or less. Table 2 depicts the results of this inquiry.

While expenditure is one criterion examined in the determination of equal opportunity for participation (*Federal Register*, 1975a:24143), Title IX regulations do not require equal expenditure for the boys' and girls' athletic programs. The regulations do stipulate that necessary funds be provided to adequately sup-

port the girls' athletic program. The expense of equipping boys' football teams probably contributes to the imbalance of funds.

Table 3

Average Number of Games or Meets Reported by University Interscholastic League Classification

UIL class	N	Basketball	N	Volleyball	N	Track-field	N	Tennis	N	Golf	N	Swimming
B	74	26.24	40	6.62	68	4.00	44	3.41	13	3.84	0	0
A	48	23.75	31	6.55	44	4.55	38	3.58	14	4.64	0	0
AA	42	24.19	34	12.71	43	5.54	38	5.32	16	4.63	2	4.00
AAA	15	19.93	22	14.59	22	5.55	20	9.25	16	4.56	4	4.25
AAAA	9	25.00	21	18.86	23	6.39	22	12.68	21	4.81	13	3.46
Total	188	23.82	148	11.87	200	5.21	162	6.85	80	4.50	19	3.90

Number of Athletic Contests Scheduled

Table 3 illustrates the differences which existed among the five University Interscholastic League classifications in the extent of athletic competition.

The data indicated that class AAA schools offered fewer basketball games when compared to the other classifications. Class B with 6.62 games and class A with 6.55 games offered less competition in volleyball compared to class AAA with 14.59 games and class AAAA with 18.86 games. Differences in offerings also existed in track and field and tennis with the amount of offerings increasing as the size of the classification increased. The data indicated a range from 3.41 tennis matches for class B schools to 12.68 for class AAAA schools. Similar offerings were reported by all classifications in golf. Only AA, AAA, and AAAA schools competed in swimming.

Supervision of Girls' Athletic Program

Item 12 asked the respondent to indicate the title of the individual responsible for the over-all supervision of the girls' athletic program. The following choices were offered: (1) athletic director (boys and girls), (2) girls' athletic director, (3) high school principal, and (4) other. In 69.75 percent of the 238 schools, the athletic director of both boys' and girls' athletics was responsible for supervising the girls' athletic program. The next most frequently noted individual was the high school principal, comprising 13.87 percent. The selection of other was recorded by 7.98 percent, followed by the girls' athletic director supervising the girls' athletic program in 7.56 percent of the schools.

Length of Class Period for Girls' Athletics

Item 13 requested the length of the class period scheduled for girls competitive athletics. Reporting school officials indicated that 67.65 percent of the schools scheduled girls' athletics during a class period of 45 to 55 minutes in length. The data further indicated that 22.69 percent of the schools scheduled a period of 56 to 65 minutes; 2.94 percent scheduled 66 to 75 minutes; and 2.94 percent of the schools reported scheduling a class period of more than 75 minutes for the girls' athletic program.

The second part of the questionnaire item asked if there were additional workout times available. School officials reported that in 96.22 percent of the schools, there was additional workout time available. Of the schools reporting additional workout time, 78.79 percent indicated that the time available was after school. Respondents further indicated that in 10.50 percent of the schools the additional workout time was before school; 2.52 percent scheduled an activity period; 2.94 percent of the schools permitted the girls' teams to work out during noon; and 1.26 percent reported having additional periods scheduled at times other than those offered.

Groups Organized to Promote Girls' Athletics

Among the 238 responding schools 86.55 percent reported that no groups had been organized. The remaining 10.08 percent of the schools indicated that community groups had been organized to promote girls' athletics within the school system.

Board of Trustees and Girls' Athletics

Item 15 asked the respondents to express an opinion as to whether or not the local board of trustees would be supportive of girls' athletics. Of the total, 97.48 percent of the respondents stated that in their opinion the local school board was supportive of girls' competitive athletics. School officials in 1.26 percent of the schools reported that in their opinion, the local board was not supportive of girls' competitive athletic programs.

In-Service Programs

Item 16 requested the respondents to indicate whether or not the school system had included in the in-service program any information concerning the expansion of girls' athletic programs. Table 4 illustrates the results of the inquiry.

Table 4

Schools Providing In-Service Programs Related to Expansion of Girls' Athletics Reported by University Interscholastic League Classification

UIL class.	N	Yes	No	No response
B	76	32.89%	64.47%	2.63%
A	50	26.00	72.00	2.00
AA	53	26.42	71.70	1.89
AAA	31	38.71	61.29	.00
AAAA	28	71.43	28.57	.00
Total	238	35.29%	63.03%	1.68%

The data indicated that as the size of the school classifications increased, the percentage of schools that included in-service information pertaining to the girls' athletic program also increased. Class AAAA schools had the highest percentage of schools providing in-service programs related to girls' athletics.

Impetuses for Change in Girls' Athletics

Item 17 asked the responding school officials to rank in order of importance their perception of the three main impetuses for change in the girls' athletic program. Six choices were provided: (1) Title IX, (2) Women's Liberation Move-

ment, (3) Board Initiation, (4) Student Request, (5) Parent Request, and (6) Other. Table 5 reports the results. Interestingly, Title IX was recorded as an impetus only in AAA schools, which ranked it third.

Table 5

Three Main Impetuses for Program Change in Girls' Athletics Reported by University Interscholastic League Classification

Order of importance	Impetus and Percent Reporting				
	B	A	AA	AAA	AAAA
1	Student Request 27.63	Student Request 32.00	Board Initiation 30.19	Student Request 32.26	Student Request 25.00
2	Board Initiation 11.84	Parent Request 14.00	Student Request 26.42	Board Initiation 12.90	Board Initiation 28.57
3	Parent Request 13.16	Board Initiation 8.00	Parent Request 20.75	Title IX 6.45	Parent Request 21.43

Total

Order of importance	N	Impetuses	Percent
1	238	Student Request	28.50
2	238	Board Initiation	19.62
3	238	Parent Request	17.13

Status of Girls' Competitive Athletic Programs In Relation to Title IX of the Education Amendments of 1972

A second purpose of this study was to determine the status of girls' competitive athletic programs in the state of Texas prior to 1972, the interim from 1972 to 1975, and since implementation of Title IX regulations on July 21, 1975.

Year High Schools Began Offering Girls' Athletics

Item 11 requested the year that the reporting school district began offering a varsity program of girls' athletics. This questionnaire item was designed to identify which classifications of schools had initiated a program of varsity girls' athletics prior to the influence of Title IX of the Education Amendments of 1972 (Table 6).

Prior to 1972, more girls' sports were offered by the smaller classifications of schools. From 1972-74, class AAA and AAAA had a larger increase in athletic offerings when compared with B, A, and AA schools. Further, in the 1975-76 time span, the larger classifications also had a higher percentage of girls' sports initiated.

Table 6

Year High Schools Began Offering Girls' Athletics by University Interscholastic League Classification

UIL class B	Sport	N	Prior to 1950	1950-1959	1960-1969	1970-1971	1972-1974	1975-1976	No response
	Basketball	76	81.58	9.21	1.32	3.95	2.63	.00	1.32
	Volleyball	76	56.58	7.89	5.26	3.95	2.63	2.63	21.05
	Track-Field	76	21.05	1.32	19.74	17.11	28.95	3.95	7.89
	Tennis	76	31.58	6.58	10.53	5.26	10.53	3.95	31.58
	Golf	76	1.32	.00	2.63	2.63	3.95	6.58	82.89
	Swimming	76	.00	.00	.00	.00	.00	.00	100.00

UIL class A	Sport	N	Prior to 1950	1950-1959	1960-1969	1970-1971	1972-1974	1975-1976	No response
	Basketball	50	80.00	6.00	4.00	2.00	4.00	2.00	2.00
	Volleyball	50	52.00	6.00	8.00	6.00	4.00	4.00	20.00
	Track-field	50	12.00	2.00	36.00	14.00	22.00	4.00	10.00
	Tennis	50	36.00	8.00	10.00	12.00	6.00	4.00	24.00
	Golf	50	.00	.00	4.00	8.00	10.00	6.00	72.00
	Swimming	50	.00	.00	.00	.00	.00	.00	100.00

UIL class AA	Sport	N	Prior to 1950	1950-1959	1960-1969	1970-1971	1972-1974	1975-1976	No response
	Basketball	53	56.60	15.09	1.89	1.89	7.55	1.89	15.09
	Volleyball	53	35.85	9.54	15.09	5.66	7.55	1.89	4.53
	Track-Field	53	5.66	.00	24.53	22.64	32.08	3.77	11.32
	Tennis	53	30.19	9.43	20.75	5.66	16.98	1.89	15.09
	Golf	53	1.89	1.89	.00	3.77	16.98	5.66	69.81
	Swimming	53	.00	.00	.00	3.77	.00	.00	96.23

UIL class AAA	Sport	N	Prior to 1950	1950-1959	1960-1969	1970-1971	1972-1974	1975-1976	No response
	Basketball	31	38.71	.00	.00	6.45	19.35	3.23	32.26
	Volleyball	31	19.35	25.81	16.13	.00	12.90	6.45	19.35
	Track-Field	31	.00	9.68	12.90	16.13	32.26	19.35	9.68
	Tennis	31	22.58	19.35	16.13	16.13	9.68	3.23	10.90
	Golf	31	.00	3.23	6.45	6.45	29.03	6.45	48.40
	Swimming	31	.00	.00	3.23	3.23	6.45	.00	87.10

Table 6 (continued)

UIL class AAAA	Sport	N	Prior to 1950-	1950-1959	1960-1969	1970-1971	1972-1974	1975-1976	No response
	Basketball	28	25.00	3.57	.00	.00	.00	10.79	60.71
	Volleyball	28	32.14	.00	21.43	7.14	7.14	17.86	14.29
	Track-field	28	3.57	.00	10.71	14.29	42.86	21.43	7.14
	Tennis	28	35.71	14.29	32.14	3.57	10.71	.00	3.57
	Golf	28	.00	.00	3.57	14.29	42.86	14.29	25.00
	Swimming	28	3.57	3.57	17.86	.00	21.43	.00	53.75

Total	Sport	N	Prior to 1950	1950-1959	1960-1969	1970-1971	1972-1974	1975-1976	No response
	Basketball	238	63.45	7.98	1.68	2.94	5.88	2.52	15.55
	Volleyball	238	43.28	9.24	11.34	4.62	5.88	5.04	20.59
	Track-Field	238	10.92	2.10	22.27	17.23	30.25	7.98	9.24
	Tennis	238	31.51	10.08	15.97	7.98	10.92	2.94	20.59
	Golf	238	.84	.84	2.94	5.88	15.97	7.14	66.39
	Swimming	238	.42	.42	2.52	1.26	3.36	.00	92.02

Number of Girls' Athletic Coaches

Item 6 requested the reporting school officials to submit the number of coaches, head and assistant, that had coaching assignments in girls' athletics at the reporting school districts. The question was divided into the following three time spans: 1971-72, the year in which Title IX was passed; 1973-74, interim years between passage and implementation of the law; and 1975-76, the first year Title IX had become an enforceable law. Table 7 reports the data.

Table 7

Number of Coaches (Head and Assistant) for Girls' Athletic Teams Reported by University Interscholastic League Classification by Years

UIL class	1971-72 N	1971-72 Coaches	1973-74 N	1973-74 Coaches	1975-76 N	1975-76 Coaches
B	71	106	74	116	75	125
A	48	98	50	114	50	120
AA	50	92	52	105	53	121
AAA	30	67	30	77	31	93
AAAA	22	55	23	72	24	101
Total	221	418	229	424	233	560

Comparisons of the three time spans investigated revealed that schools in each classification had an increase in the number of coaches. The largest increase in the number of coaches was realized in the class AAAA schools. Comparing 1971-72 data to 1975-76 data, as the classification of schools became larger, the increase in coaches assigned to girls' athletics also became larger.

Sex of Head Coaches

Item 7 asked for the sex of the head coach in each of the girls' athletic events offered at the reporting school district divided into the following three time spans: 1971-72, 1973-74, and 1975-76. Table 8 reports the results of the inquiry.

Responding school officials from classification B reported a majority of male coaches in all sports offered in each of the three time frames. Class A reported a majority of male coaches in all sports offered except volleyball, which had a

Table 8

Sex of Coaches by Classification by Time Periods

	Classification											
	B		A		AA		AAA		AAAA		Total	
Sport	M	F	M	F	M	F	M	F	M	F	M	F
Basketball												
1971-72	60	12	33	16	21	21	4	15	1	7	119	71
1973-74	67	14	31	18	21	22	4	16	1	7	124	77
1975-76	62	17	32	20	20	27	5	17	2	11	121	92
Volleyball												
1971-72	38	13	18	15	8	27	0	20	0	17	64	92
1973-74	36	17	16	18	5	30	0	23	0	18	57	106
1975-76	36	16	16	9	1	35	1	27	0	25	54	122
Golf												
1971-72	9	2	9	1	12	2	12	5	6	4	48	14
1973-74	8	2	11	1	12	3	13	5	8	6	42	17
1975-76	9	4	11	4	19	6	13	6	15	10	67	30
Swimming												
1971-72	0	0	0	0	0	1	0	3	5	4	5	8
1973-74	0	0	0	0	0	1	0	3	7	5	7	9
1975-76	0	0	0	0	0	1	1	3	7	7	8	11
Track and Field												
1971-72	50	13	25	19	17	22	5	19	2	8	99	81
1973-74	54	15	27	17	19	24	6	20	4	11	110	87
1975-76	53	19	30	19	19	30	2	27	2	24	109	119
Tennis												
1971-72	39	7	25	9	22	16	14	12	11	12	111	56
1973-74	37	12	27	8	24	16	14	15	12	12	114	63
1975-76	42	12	27	12	27	20	15	14	11	19	122	77

majority of female coaches. Conversely, class AA, AAA, and AAAA reported a majority of female coaches in all sports except golf, which had a majority of male coaches.

Of the total responses to questionnaire item 7, when comparing the 1971-72 data to the 1975-76 data, a diminutive increase in the number of male coaches in the girls' athletic programs was recorded. However, the data indicated a substantial increase in the number of female coaches. When comparing 1971-72 to 1975-76, the number of female coaches in all girls' athletic events increased.

Salary for Coaches

Item 8 asked for the annual supplement above state base for head coaches of girls' athletics in the following three time spans: 1971-72, 1973-74, and 1975-76. The questionnaire item was included to determine if passage of Title IX had an effect on the salary of the girls' athletic coaches in the reporting high schools. Table 9 records the results of the inquiry, indicating that although schools in classification B and A reported salary increases, Title IX apparently had relatively little effect when compared to the salary increases of coaches in class AA, AAA, and AAAA.

Table 9

Average Supplement Above State Base for Head Coaches of Girls' High School Athletics Reported by University Interscholastic League Classification

Sport	UIL Classification					
	B	A	AA	AAA	AAAA	Total
N	53	38	36	21	18	166
1971-2	1025.28	1327.42	1270.83	1223.81	1559.00	1281.27
N	55	42	40	26	21	184
1973-74	1088.00	1464.69	1543.75	1951.92	1705.33	1550.74
N	63	44	47	29	27	210
1975-76	1212.22	1750.27	2033.51	2557.72	3022.48	2115.24
Percent of increase 1971-72 to 1975-76	18.23	24.16	60.01	109.00	93.87	65.09

The Effect of Title IX on the Administration of Girls' Athletic Programs in the Public High Schools of Texas

A third purpose of this study was to describe the effect of Title IX of the Education Amendments of 1972 on certain aspects of the administration of girls' athletic programs in the public high schools of Texas. Sixteen items were included in the survey questionnaire to obtain the data for this segment of the investigation—items 18 through 33.

Publicity of Girls' Contests

Item 18 asked if school officials had made arrangements for publicity of girls' athletic contests. Section 86.41, part (c), of the regulations to implement Title IX required the schools to publicize girls' athletic contests (*Federal Register*, 1975a:24143). Table 10 records the data.

Table 10

School District Publicity of Girls' Athletic Contests Reported by University Interscholastic League Classification

UIL class	N	Percent Responding		
		Yes	No	No response
B	76	86.84	9.21	3.95
A	50	90.00	6.00	4.00
AA	53	90.57	7.55	1.89
AAA	31	93.55	6.45	.00
AAAA	28	96.43	3.57	.00
Total	238	90.34	7.14	2.52

Athletic Facility Operation

Item 19 requested school officials to comment as to whether or not athletic facilities were available for use by female athletes in the same manner they were available for male athletes. Section 86.41, part (c), of the regulations to implement Title IX required the schools to provide practice and competitive facilities for girls' athletics (*Federal Register*, 1975a:24143). Table 11 depicts the results of the inquiry. Of the total, 94.96 percent of the school officials responding to this question stated that athletic facilities were available on the same basis for female and male athletes.

Table 11

Similar Athletic Facility Operation for Boys' and Girls' Programs Reported by University Interscholastic League Classification

UIL class	N	Percent Responding		
		Yes	No	No response
B	76	97.37	.00	2.63
A	50	96.00	4.00	.00
AA	53	92.45	5.66	1.89
AAA	31	93.55	6.45	.00
AAAA	28	92.86	7.14	.00
Total	238	94.96	3.78	2.26

Locker Rooms for Girls' Athletics

Section 86.41, part (c), of the regulation to implement Title IX required the schools to provide locker rooms for girls' athletics (*Federal Register*, 1975a:24143).

School officials from the classifications of B, A, AA, and AAA reported similar locker rooms for boys' and girls' athletic programs. However, the data from the AAAA schools indicated that locker rooms were not similar in 21.43 percent of the schools.

Of the total responses, 93.16 percent of the school officials responding to this question indicated that the girls' athletic programs did have similar locker rooms when compared with the locker rooms for boys' athletics.

Girls in Non-Contact Sports

Item 21 asked the responding school official to indicate the instances where the school system did not offer a girls' sport, whether the school allowed girls to try out for the boys' team in the non-contact sports as required in Section 86.41, part (b), of the regulations to implement Title IX (*Federal Register*, 1975a:24142). Three choices were provided: (1) Yes, (2) No, and (3) Offer all sports (Table 12).

Table 12

For Sports Not Offered, Girls Try Out for Non-Contact Sports Reported by Universisty Interscholastic League Classification

UIL class.	N	Percent Responding Yes	No	Offer all sports	No response
B	76	1.32	6.58	60.53	31.58
A	50	10.00	10.00	54.00	26.00
AA	53	7.55	18.87	52.33	20.75
AAA	31	3.23	19.35	35.48	41.44
AAAA	28	14.29	25.00	32.14	28.57
Total	238	6.30	23.87	50.84	28.99

Timetable to Implement Title IX

Item 22 asked if school officials had established a timetable for the implementation of Title IX regulations.

The data indicated that the percentage of small schools which had developed a timetable for implementation of Title IX regulations was less than the larger school classifications. Fewer than one third of the school officials in class B and A reported having developed a timetable, while over one half of the AA, AAA, and AAAA schools indicated that this phase of the planning was accomplished.

Deadline for Implementing Title IX

Item 23 requested the responding school officials to state whether or not July 21, 1978, would allow enough time to implement Title IX regulations as required by Section 86.41, part (d).

Most school officials in classifications B, A, and AA reported that July 21, 1978, would allow enough time to implement Title IX regulations in their school district. Conversely, the data from officials in class AAA and AAAA would indicate that the larger schools would like to have more time.

Title IX Grievance Procedure

Item 24 asked the responding school officials if a grievance procedure had been devised in accordance with Title IX regulations, Section 86.8, part (b), (*Federal Register*, 1975a:24139).

Of the total, 238 schools officially responding, 43.70 percent replied that they had developed a grievance procedure in the school system. School officials in the AAA classification reported the highest extent of development of a grievance procedure for Title IX compliance.

Title IX Workshops

Item 25 requested the responding school officials to indicate whether or not the respondent had attended a workshop or seminar focusing on the implementation of Title IX regulations. The questionnaire item was designed to observe the participation by local school administrators in state and regional Title IX conferences.

The data indicated that as the size of the school classifications increased, a larger percentage of the respondents had attended a workshop or seminar on Title IX. The remoteness of some of the smaller schools could have been a contributing factor to the lesser percentage. Of the total responses, 57.56 percent of the responding school officials reported they had attended a workshop or seminar on Title IX.

Modification of School Policies

Item 26 asked the responding school officials if school policies had been modified to comply with Section 86.3, part (c), of the Title IX guidelines, which required the schools to conduct a self-evaluation to identify and to modify the school policies which may result in discriminatory practices (*Federal Register*, 1975a:24138).

The data indicated (Table 13) that school officials in classification B and A had been less active in revising school district policies when compared to the larger classifications. Approximately one half of the AA schools had completed the revisions. The larger percentage of schools having modified their policies were from the AAA and AAAA classifications.

Medical and Training Facilities

Item 27 requested the responding school officials to indicate whether or not the girls' athletic teams had medical and training facilities comparable to the boys'

Table 13

School District Policies Modified to Comply with Title IX Regulations Reported by University Interscholastic League Classification

UIL class.	N	Percent Responding		
		Yes	No	No response
B	76	40.79	50.00	9.21
A	50	38.00	54.00	8.00
AA	53	50.84	39.62	7.43
AAA	31	77.42	22.58	.00
AAAA	28	71.43	28.57	.00
Total	238	50.84	42.44	6.72

athletic teams. Section 86.41, part (c), of the regulations to implement Title IX required the schools to provide medical and training facilities for the athletic teams (*Federal Register*, 1975a:24143).

School officials from the classification of B and A reported comparable training and medical facilities for boys' and girls' athletic programs. Officials in the three larger school groups reported a lack of comparable facilities as follows: 13.21 percent in AA, 16.13 percent in AAA, and 32.14 percent AAAA.

Designation of Title IX Administrator

Item 28 asked if school officials had designated a staff member as Title IX coordinator. A second part of the question asked for the individual's title, if a staff member had been designated. Section 86.8, part (a), of the regulations to implement Title IX required the schools to designate at least one employee to coordinate the implementation of Title IX guidelines and to investigate alleged discriminatory practices in the school system (*Federal Register*, 1975a:24139). Only 45.80 percent of the respondents reported the designation of a Title IX administrator.

Among the schools designating a Title IX administrator, a majority of the schools in the classifications of B, A, and AA designated the superintendent. In classification AAA and AAAA the designated individual in a majority of the schools was an assistant superintendent.

Uniforms for Athletic Teams

Section 86.41, part (c), of the regulations to implement Title IX required the schools to provide comparable uniforms, equipment, and supplies (*Federal Register*, 1975a:24143). In the major sports that both girls and boys compete basketball, track and field, and tennis, little differentiation was noted between girls' and boys' athletic programs in the provision of uniforms for athletic competition in the five University Interscholastic League classifications of schools.

Meals for Athletic Teams

Item 30 asked if meals were provided for both boys' and girls' athletic teams in the reporting school district. Section 86.41, section (c), of the regulations to implement Title IX required the schools to provide travel and per diem allowance (*Federal Register*, 1975a:24143). Little differentiation was noted between girls' and boys' athletic programs in the provision of meals for the athletes in the five University Interscholastic League classifications of schools in the major sports of basketball, track and field, and tennis.

Input Solicited for Girls' Athletic Programs

Item 31 requested the responding school officials to indicate whether or not students, staff, and members of the community had been consulted in the process of determining if there was enough interest among the female students to offer additional girls' sports. Section 86.41, part (c), of the regulations to implement Title IX stated that in determining whether equal opportunities are available, interests and abilities of students must be considered (*Federal Register*, 1975a:24143).

The data tended to indicate that as the size of the school classifications increased, a larger percentage of the schools solicited input for new offerings in the girls' athletic programs. School officials in AAA and AAAA indicated more activity in this area than did the smaller schools. Of the total, 45.80 percent of the responding school officials reported that input from students, staff, and the community was considered.

Statement of Non-Discrimination

Section 86.9, part (a), of the regulations to implement Title IX required the schools to disseminate a statement of policy of non-discriminatory practice within

ninety days of the effective date to implement Title IX (*Federal Register*, 1975a:24139). The required date was October 21, 1975. Since the survey instrument was mailed November 1, 1975, school officials should have constructed and published a statement prior to completing the questionnaire.

The data indicated that as the size of the school classifications increased, a larger percentage of the schools had published a statement of non-discrimination. School officals in the AAA classification reported the highest percentage of compliance when compared to the other classifications. Among the 238 responses, 57.14 percent of the school officials reported they had published a statement. Consequently, 40.76 percent of the school districts surveyed were not in compliance with Title IX regulations. It is likely that the 2.10 percent not responding had not published a statement.

Greatest Problem in Compliance with Title IX

A total of 238 responses was recorded pertaining to questionnaire item 33. Of the 238 responding school officials, 22.27 percent identified the problem of providing adequate facilities as the greatest problem in meeting the guidelines of Title IX. Finances were noted as the greatest problem by 21.43 percent of the school officials. Employing coaches and scheduling games for the girls' athletic program comprised 13.86 percent of the responses. None or no problem was mentioned by 24.79 percent of the total respondents. Included in the remaining 6.73 percent were references to the amount of time required to administer Title IX, opposition to co-educational activity, and objection to government interference in the local school district programs.

Chapter 5

Findings and Conclusions

The findings and conclusions of this study are presented in three parts with each part corresponding to one of the major purposes of the study. The first part presents findings and conclusions related to the administration of girls' competitive athletic programs. Part two summarizes findings and conclusions related to the status of girls' athletics. The third part presents the effect of Title IX of the Education Amendments of 1972 on girls' athletic programs in Texas.

Administration of Girls' Athletic Programs

The findings and conclusions related to some of the factors affecting the administration of girls' athletic programs are presented below. The findings are listed first, followed by the pertinent conclusions.

Findings. School officials responded to the factors affecting the administration of girls' athletic programs as follows:

1. The data indicated that 82.35 percent of the respondents were superintendents.
2. A majority of the public schools in Texas utilize the high school grade organization nine through twelve.
3. Track and field was the girls' sport most frequently offered in Texas, being listed by school officials in 93.70 percent of the 238 responding districts. Basketball was second with 85.71 percent, followed by tennis, 82.77 percent; volleyball, 69.75 percent; golf, 36.13 percent; and swimming, .07 percent.
4. A majority of the sampled school districts budgeted 20 percent or more of their total athletic budget for girls' athletic programs.
5. With the exception of basketball, schools in the larger classifications scheduled more athletic contests for their girls' athletic program than the schools in the smaller classifications.
6. The individuals responsible for supervising the girls' athletic programs were athletic directors for boys' and girls' athletics in 69.75 percent of the schools.
7. The Title IX requirement to schedule practice time was met by 98.74 percent of the schools with 96.22 percent indicating additional time available during the day.
8. Only one respondent in ten indicated that groups had been formed in the community to promote the organization of girls' athletics in the school system.
9. Most Boards of Trustees in Texas are considered to be supportive of girls' athletic programs.
10. Class AAAA schools had the highest percentage of schools providing in-service programs related to girls' athletics.
11. The three most important impetuses for change in the girls' athletic programs were: (a) Student request, 28.50 percent; (b) Board initiation, 19.62 percent; and (c) Parent request, 17.13 percent. Title IX was perceived as important enough to be included in the top three impetuses by only the respondents from class AAA schools, who ranked it third.

Conclusions. As a result of the analysis of the above findings, the following conclusions appear to be justified:

1. Superintendents appear to play a significant role in the administration of athletics in the public schools.

2. Predominance of the nine through twelve grade organization in Texas provides the opportunity for ninth grade students to compete in varsity athletics.
3. Although girls' basketball appears to receive the most publicity in Texas, track and field is the girls' sport most frequently offered in high schools.
4. As the size of the school classifications increased, the percentage of the total athletic budget allocated to girls' athletics decreased.
5. Proximity of schools may impact the number of athletic contests scheduled for high school competition.
6. A predominance of male athletic directors for girls' athletics may affect the implementation and administration of girls athletic programs.
7. Most girls' athletic programs in Texas would appear to have enough practice time scheduled to fulfill Title IX requirements.
8. Organized community groups have had little effect on the administration of girls' athletic programs in Texas.
9. Boards of Trustees in Texas appear to have had a positive effect on the development of girls' athletic programs.
10. Most school administrators did not consider the expansion of girls' athletic programs and its implications a pertinent topic for in-service programs.
11. Many changes have occurred in girls' athletic programs in the high schools of Texas, apparently caused by Title IX, but public school administrators did not acknowledge it as a main impetus for program change.
12. It would appear that Title IX of the Education Amendments of 1972 has had a significant effect on the administration of girls' competitive athletic programs in the state of Texas.

Status of Girls' Athletics

The findings and conclusions related to the status of girls' athletics are presented below. The findings are first, followed by the conclusions.

Findings. School officals responded to the status of girls' competitive athletics as follows:

1. Prior to 1972, the smaller school classifications offered more girls' sports. From 1972 to 1975, the larger school classifications became more active in providing girls the opportunity to participate. During the 1975-76 time span, the larger school classifications also reported a higher percentage of girls' sports being offered for the first time.
2. The total number of coaches of girls' athletics in Texas increased when comparing the 1971-72 data to the 1975-76 data. Class B schools reported a 17.92 percent increase; class A, 22.44 percent increase; class AA, 31.52 percent increase; and class AAA reported a 38.81 percent increase. Class AAAA schools recorded the most activity in employment with an 83.64 percent increase in the number of girls' athletic coaches when comparing the time span prior to passage of Title IX and since enactment of the enforcement guidelines on July 21, 1975.
3. When comparing the 1971-72 data to the 1975-76 data, the total number of female head coaches increased substantially. The number of male coaches in girls' athletics realized only a slight increase.
4. When comparing the 1971-72 and 1975-76 salaries for head coaches of girls' athletic teams, the three smaller classifications reported a modest increase. In the two larger classifications of schools, however, salary supplements above state base increased by 109.00 percent and 93.87 percent respectively.

Conclusions. As a result of the analysis of the above findings, the following conclusions appear to be justified:

1. Title IX of the Education Amendments of 1972 appears to have had the greatest impact on the larger school districts in Texas.
2. As the size of the school classification increased, the percentage of coaches employed for girls' athletic programs increased.
3. There appears to be a trend toward more female head coaches in girls' athletic programs.
4. Title IX appears to have caused the salary supplement paid head girls' athletic coaches to be substantially increased, especially in the larger classifications.

The Effect of Title IX

The findings and conclusions related to the effect of Title IX of the Education Amendments of 1972 are presented below. The findings are listed first, followed by the relevant conclusions.

Findings. School officials responded to the effect of Title IX as follows:

1. Responding school officials stated that 90.34 percent had publicized the girls' athletic contests and 7.14 percent had not.
2. A total of 94.96 percent of the respondents indicated similar athletic facility operations for male and female athletics and 3.78 percent did not.
3. School officials reported that 93.16 percent of the girls' athletic teams had similar locker rooms when compared to the boys' teams while 6.08 percent said the locker rooms were not similar.
4. Data from the survey indicated that 6.30 percent of the schools allowed girls to try out for the boys' teams in non-contact sports if that sport was not offered for girls' competition. Conversely, 13.87 percent of the schools did not allow girls the opportunity to try out for boys' teams. A total of 50.84 percent of the schools reported that they offered all girls' sports.
5. Of the 238 responses, 39.92 percent of the school officials reported that a timetable had been established for the implementation of Title IX, and 47.06 percent reported that a timetable had not been developed.
6. Fifty-eight percent of the responding school officials had attended a workshop or seminar on Title IX.
7. Most school officials in classifications of B, A, and AA reported that the implementation date, July 21, 1978, would allow enough time to implement Title IX regulations in their school district. Conversely, the data from officials in the larger schools indicated they would like to have additional time.
8. Results of the survey indicated that 43.70 percent of the schools had devised a grievance procedure for students and employees alleging discriminatory practices, and 52.94 percent had not developed a grievance procedure at the time of the acquisition of the sample.
9. Responding school officials indicated that 50.84 percent of the schools had modified school policies to be in compliance with Title IX and 42.44 percent had not.
10. School officials from the classifications of B and A reported comparable training and medical facilities for boys' and girls' athletic programs. Data from AA and AAA schools indicated some discrepancy. However, many class AAAA school officials reported that in their schools the training and medical facilities were not comparable.
11. Data from the survey indicated that 45.80 percent of the schools had designated to a staff member the responsibility of administering the Title IX

guidelines, and 52.94 percent had not. The superintendent was named as that staff member in a majority of the school districts.

12. A majority of the selected public high schools in Texas provide uniforms for the girls' and boys' competitive athletic teams.
13. A majority of the selected public high schools in Texas provide meals for the girls' and boys' competitive athletic teams when participating away from home.
14. Of the 238 responses, 45.80 percent of the schools solicited input from students, staff, and the community in assessing the interests and ability of female students prior to adding new athletic offerings while 50 percent did not.
15. Results of the survey indicated that 57.14 percent of the school officials reported they had published a statement of school policy pertaining to non-discriminatory practices in the educatonal programs and activities it operates and 40.76 percent had not.
16. Responding school officials reported that providing facilities for the girls' athletic program was the greatest problem in compliance with Title IX regulations.

Conclusions. As a result of the analysis of the above findings, the following conclusions appear to be justified:

1. The data indicated that as the size of the school classifications increased, the percentage of schools actively publicizing girls' athletic contests increased.
2. The Title IX requirement to provide substantially equivalent locker rooms, competitive training, and medical facilities apparently has been met.
3. School officials appear to be more willing to offer the same sports for both boys and girls than to sponsor co-educational competition.
4. The data indicated a need for more systematic educational planning in the school districts to implement Title IX.
5. The larger classifications may have a more difficult time fully implementing Title IX regulations by July 21, 1978.
6. Because of Title IX, many schools in Texas have developed a formal grievance procedure and modified school policies that advance discriminatory practices.
7. Because of Title IX, many school districts have a staff member (usually the superintendent) designated the responsibility of investigating discriminatory practices.
8. As required by Title IX, most school districts in Texas provide equivalent uniforms and meals for both boys' and girls' athletics.
9. The data tended to indicate that as the size of the school classification increased, a larger percentage of school officials solicited input for new offerings in the girls' athletic program.
10. Some school districts in the state of Texas are in violation of some of the less obvious requirements of Title IX.
11. The larger classifications have made more movement toward compliance with Title IX requirements than the smaller classifications due to being further behind at time of passage.
12. The provision of facilities for girls' athletic programs was perceived to be a more pressing problem to responding school officials than finances and personnel.

Recommendations

1. Research should be conducted at the local level to provide data for administrative decision making regarding girls' athletic programs.
2. There should be more athletic directors for girls' programs and fewer athletic directors with the umbrella title of boys' and girls' director of athletics.
3. The public schools of Texas should devise an effective method for obtaining student, staff, and community input into the administration of the athletic programs of the schools.
4. If a school does not offer a particular girls' sport, it should encourage girls to try out for the boys' team in non-contact sports.
5. More schools in Texas should begin to develop systematic educational planning to implement the requirements of Title IX.
6. The grievance procedure developed for Title IX compliance could be expanded to include complaints concerning other unfair practices. Additionally, administrators should establish an open line of communication to detect problems in the developing stages.
7. Colleges and universities should be aware of the probable demand for female coaches in the next decade.

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